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Course Profiles

olic District School Board Writing Partnership

English

Course Profile

English

Grade 12
University Preparation
ENG4U

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This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2002

BEC-9422 OHEC

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

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Course Overview
English, ENG4U, Grade 12, University Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, English, 2000.*
Prerequisite: Grade 11 English, University Preparation

Course Description

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures. They will write analytical and argumentative essays and a major paper for an independent literary research project, and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

How This Course Supports the Ontario Catholic School Graduate Expectations

Students in ENG4U explore the theme of literature as a forum for social commentary. Students identify the ways in which the dignity of the human person can be incorporated into literature. Students use Catholic social teachings to guide their understanding of a variety of texts and how gospel values play a significant role in creating socially just environments. Through the exploration of the relationship between literature and social justice, students are called to live the gospel values in their everyday lives. Themes of faith, stewardship, and communion are interwoven throughout the course.

Course Notes

This profile demonstrates one way in which the expectations of the Grade 12 University Preparation English course can be met. The course is divided into four theme-based units, and an Independent Study unit. The units include the study of different literary genres, with a particular emphasis on plays. The culminating activities of the course are the independent literary research project (independent study) and the final examination, which together make up 30% of the overall course mark. Writing process, final literary research essay, and oral presentation are all integral parts of the Independent study unit and may all be evaluated summatively. The content of the exam should be based on the expectations for this course, and students should be given opportunities throughout the course to practise answering questions similar to ones that they will see on their exam. Both content and style of writing should be addressed.

The teacher:

- varies the use of resources and teaching strategies;
- varies the assessment techniques respective to activities and includes rubrics, checklists, anecdotal comments, etc.;
- balances individual and group work in order for pupils to achieve both individual and group goals, and to develop a confident and positive sense of self-respect as interdependent team members;
- considers literary works that lend themselves to cross-genre comparison;
- selects literary works that address the theme of social commentary;
- integrates the Independent Study Unit throughout the course to maintain on-going communication, and to address expectations to be met by the time the students submit and present their study. Teacher-student conferencing for the Independent Study is on-going throughout the course;
- should take an opportunity, once pieces of writing are evaluated and handed back to the students, to address and/or review common mechanical errors in their writing. The teacher instructs students to place the assessed written pieces in their writing folders. This is a good time to incorporate mini-lessons on grammar, spelling, punctuation usage, and sentence structure into their lesson plans.
- should arrange a visit to a postsecondary library/resource centre for a research skills orientation, if possible.

- reviews forms, codes, and conventions of media; the characteristics that define a particular genre, i.e., in plays, these would include lighting, props, sound effects.
- should encourage students to attend a few English literature lectures at a nearby postsecondary institution (if possible) to give them further experience in lecture-style learning.
- chooses Shakespearean texts that make social commentary in some way and guides students to this type of commentary.
- can refer to these definitions when approaching Unit 5: Elizabethan Drama:
  - phonology: the study of the elementary speech sounds;
  - semantics: the study of the meaning of words and of the combination of words in phrases, sentences, and larger linguistic units;
  - formal scansion: the specific analysis of meter; a line by line analysis of +component feet indicating major pauses in phrasing in each line;
- reviews the plagiarism policy as outlined in the school code of conduct.

The students:

- keep a writing folder in the classroom where they file all of their process writing and final drafts of writing assignments;
- regularly utilize the writing folder to inform and record self- and peer editing strategies which are integral to the writing process.
- are expected to take notes during formal teacher-led lessons and during student discussions throughout the entire course.

Units: Titles and Times

Unit 1	Novel Study	25 hours
Unit 2	Language Analysis and Literary Criticism	20 hours
Unit 3	Modern Drama	20 hours
* Unit 4	Elizabethan Drama	25 hours
Unit 5	Culminating Unit (includes Independent Study and final exam)	20 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Novel Study

Time: 25 hours

Unit Description

This unit introduces students to the concept of social commentary. The unit explores the genre of the novel as a product of its cultural milieu and seeks to understand how a work of literature serves as an effective tool for social commentary. Skills taught include understanding of literary terms, narrative style, as well as, how these techniques enhance meaning in literature. Through the study of this novel, students gain a deeper understanding of the bi-directional relationship between themselves and their environment. This knowledge helps them to understand how gospel values play an integral role in creating environments that are socially just. Students discuss the moral dilemmas characters in the novel face and understand the relationship between the character's decisions and the dignity of the individual. Students understand the relationship between social commentary and social change. They understand that, as fully committed Christians, they are obligated to answer the call and live the gospel by working for social change. Novels for this unit should be chosen for their potential to challenge students preparing for university and for their potential to make social commentary. As a first step in preparation of the Independent Study described in Unit 5, students select a play and novel to read independently. Students learn to make connections between the genres of plays, short stories, and poetry; students write a summative test and a comparative essay.

Strand(s) & Learning Expectations
Strand(s): Literature Studies and Reading, Writing, Language

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LSV.01, LA2.01, LA2.02, LA2.05, LS1.01, LS1.03, LS1.04, LS1.05, MD1.05 CGE1d, CGE1g, CGE1i, CGE3f, CGE7a	Knowledge/ Understanding Thinking/ Inquiry Communication	Students begin to read the novel. They research various authors' culture and background to discover relationship between author and his or her work. Students present research to class in groups. Oral Communication: Oral Presentation
2	LS1.01, LS1.02, LS1.03, LS1.04, LS1.05, LA2.01, LA2.02, LSV.01, WR1.02, WR2.02, WR2.04 CGE2b, CGE2d	Thinking/ Inquiry Communication Application	Cross-Genre Comparison – as students read through the novel, they explore works of other genres, such as poetry and short stories, that share a similar theme to the novel. Students discuss how ideas and literary styles subsume genre. Paragraph Writing Skills – short written analysis of relationship between cultural context and social commentary.
3	LSV.01, LSl.01, LS1.03, LS1.03, LS1.04, LS1.05. LS3.03, WR2.04 CGE3E, CGE3f, CGE4g, CGE7a, CGE7c	Knowledge/ Understanding Thinking/ Inquiry Communication	Assessing the nature of the novel Journal Responses (Summative – writing folder)
4	LSV.02, LSV.03, LS1.01, LS1.04, LS2.02, LS3.01, LS3.02, WR1.02, WR1.03, WR1.04 CGE1a, CGE1g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Review of literary terms such as theme, metaphor, and allusion. Discuss how rhetorical devices, elements of style, and characterization contribute to theme. Oral Communication Critical Thinking Unit test
5	LS1.02, LS3.01, LA1.03, LA1.04 WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, WR1.02, WR1.03, WR2.02, WR2.03, WR2.04, WR4.01, WR4.02, WR4.03, WR4.04, WR5.01, WR5.02, WR5.03, WR5.04 CGE2b	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Modelling of comparative essay writing. Culminating Task: Students choose either a poem or short story that is similar in theme to the course novel. Students write a comparative essay comparing the course novel to this choice. Mini-lesson on sentence structure and punctuation rules. Students use self-editing, peer editing, and teacher conferences to refine their ideas as part of their ongoing writing folder development.

Cluster	Learning Expectations	Assessment Categories	Focus
6	LSV.01 CGE2b	Knowledge/ Understanding Thinking/ Inquiry Communication Application	The students make their Independent Study selections which must be approved by the teacher. Independent reading of teacher-approved novel and play begins. Students are provided with a critical path indicating key Independent Study deadlines. Time management skills are reinforced.

Unit 2: Language Analysis and Literary Criticism

Time: 20 hours

Unit Description

This unit examines a wide variety of literary criticism and language analysis. The focus of this unit is the development of student awareness of literary theory through deconstructing challenging non-fiction texts. The cultural and literary diversity of the criticisms studied provide essential knowledge required for the basis of any social commentary. Cultural sources for literary criticisms could include theories from: Ancient Greece, Canada, Britain, the United States, the Commonwealth (including: India, Pakistan, Sri Lanka, the Caribbean, Australia, and New Zealand) as well as South Africa. Students develop an understanding of foundational literary theory by examining critical theory, especially those key texts which inform postmodern literary criticism. Students are responsible for the planning and presentation of seminars. Through group work responsibilities, students demonstrate a confident and positive sense of self-respect as interdependent team members. This unit further develops students' abilities as effective communicators. The students begin to locate secondary sources for their Independent Study, and submit their topic proposal for teacher approval.

Strand(s) & Learning Expectations

Strand(s): Language, Literature Studies and Reading, and Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LAV.01, LAV.02, LSV.01, LSV.02, LSV.03, LA2.01, LA2.05, LA2.06, LS1.01, LS2.01 CGE2b, CGE2d, CGE7g	Knowledge/ Understanding Thinking/ Inquiry	An Introduction to Language Analysis Deconstructing Canadian essays – considering the following structures: Writer's tone of voice and forms of argument Mini Seminars
2	LSV.01, WRV.01, WRV.03, WRV.05, LA1.03, LS1.01, LS1.03, WR1.01, MD2.01, MD2.02, WR1.02, WR3.02 CGE2d, CGE7g	Knowledge/ Understanding Thinking/ Inquiry Application	Literary Periods (cultural differentiation) Review of previous knowledge of literary periods Research of a variety of genres and authors exemplifying each literary period Production of succinct informative handout (to be included in a class literary period directory) – Students explore the process involved in conveying information through the print medium.

Cluster	Learning Expectations	Assessment Categories	Focus
3	LAV.01, LAV.02, LSV.02, LSV.03, LA1.03, LA2.01, LA2.02 CGE2b	Knowledge/ Understanding Thinking/ Inquiry Communication	Critical Literary Theory: Modern and Postmodern Aesthetic Criticism Links made with other aesthetic theories, e.g., music, design, philosophy, and the visual arts Contemporary literary theory is introduced, e.g., Feminist theory (oral communication)
4	LAV.01, LSV.01, LSV.02, LSV.03 CGE2b, CGE2d, CGE7g	Knowledge/ Understanding Thinking/ Inquiry Communication	Unpacking Postmodern Theory Specific Deconstruction and Postmodern theory is expanded upon Critical deconstructionist essays are analysed
5	LAV.02, LA2.05, LA2.06 CGE2b, CGE2d	Knowledge/ Understanding Communication	Teacher-led seminar skills workshop(s) modelling successful formal seminar presentational skills
6	LAV.02, LSV.01, LSV.02, LSV.03, LA1.01, LS2.03, WR1.01, WR2.01 CGE2b, CGE2d, CGE7g	Knowledge/ Understanding Thinking/ Inquiry Communication	Group Seminars: Historical analysis of the development of literary theory Handouts (summaries of critical theories)
7	LAV.02, LSV.01, LSV.02, LSV.03, LA1.01, LA2.01, LA2.04, LA2.05, LA2.06, WRV.03, WR2.01, WR2.02, WR2.03, WR3.02, WR5.02 CGE2b, CGE2c, CGE2d, CGE7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Formal Seminar (culminating task) Seminars are delivered in teams Peer assessment Teacher – summative evaluation
8	WRV.01, WRV.02, LS3.03, WR5.01, LS1.01 CGE2b	Knowledge/ Understanding Thinking/ Inquiry Communication Application	The teacher reviews the MLA format. Critique sample critical essays. Apply critical structures to analyse the novel and play they are reading for their Independent Study. The students begin to locate secondary sources to use for their Independent Study. Time is reserved in the library/resource centre for this purpose. Students submit topic proposal for teacher approval.

Unit 3: Modern Drama

Time: 21 hours

Unit Description

In this unit, students apply their knowledge of literary genres and theories acquired in Unit 2 to the study of a modern play. Students engage in research to explore the way history shapes our literature and reinforce their understanding through classroom discussions. Students also write expository and persuasive papers; deconstruct a media product, and collaborate to create a short work of modern drama and write a summative test. These tasks require students to consider how playwrights can make social commentary through dialogue and staging. Students consider how social commentary is a reflection of social justice as defined by Catholic Graduate Expectations. Students submit a bibliography listing the sources they are using to prepare for their Independent Study. The first student-teacher conference for the Independent Study takes place.

Strand(s) & Learning Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LSl.04, LSl.05, LA1.04, LA2.01, LA2.02, WR1.03 CGE3f CGE2d	Knowledge/ Understanding Thinking/ Inquiry Communication	A review of the characteristics of the Modern period (art, architecture, poetry, and drama) Research global issues that have impacted on modern theatre. Present findings in panel discussion format.
2	LS1.03 CGE3a	Knowledge/ Understanding Thinking/Inquiry Communication	Read play orally and analyse it. Critical thinking reading strategies Oral Communication
3	WR4.02, WR4.03, WR2.04, MD2.01, MD2.02 CGE3a	Knowledge/ Understanding Thinking/Inquiry Communication Application	Formal lesson on how set design, props, lighting, and staging create meaning Students create a design of a set for the play and submit a written explanation of design choices.
4	MD1.04, MD1.01, MD1.03, WR2.02, WR3.02, WR4.02, WR5.04 CGE1a	Knowledge/ Understanding Thinking/Inquiry Communication Application	Analyse playwright's use of stylistic devices and discuss responses evoked: close reading. Analyse the forms, codes, and conventions of stagecraft. In a supported-opinion paragraph, explain how this play is an artifact of modern drama and what implicit and explicit messages are conveyed.
5	LS2.01, LS2.02, LS1.01, LS3.01, LS3.02, LS3.03, LS3.04, WR2.030, WR4.02, WR5.01, MD1.02 CGE3a	Thinking/Inquiry Communication Application	Scriptwriting (Culminating Task) Role-playing Presentation: Modern Drama Teacher and peer-assessment

Cluster	Learning Expectations	Assessment Categories	Focus
6	LS1.05, LS2.01, LS3.01, WRV.05 CGE4f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Unit Test
7	LS1.03, LS1.05, LS3.01, LS3.02, LS3.03, LS3.04, WR1.01 CGE2c, CGE3c		Apply what has been reviewed in the previous unit about the MLA Works Cited format, and submit a Works Cited listing the sources they are using to prepare for their Independent Unit. Review rhetorical devices and elements of style as taught in Unit 1; identify and analyse significant devices present in their novel and play that they are reading for their Independent Study.

Unit 4: Elizabethan Drama

Time: 25 hours

Unit Description

This unit provides the opportunity for students to apply the knowledge and skills developed in Units 2 and 3, while extending their facility with literary analysis. Students read and critically analyse a Shakespearean play. Students explore the concept of an archetype and its relationship to Christian imagery and Classical allusion. Students enhance their understanding of the phonological and semantic aspects of language through the study of allusion, imagery, and metaphor in Elizabethan Drama. At the same time, students engage in an examination of a wide variety of literary devices. Students plan oral presentations, role-play, conduct research, and write an essay. All activities in this unit relate to the same Shakespearean play. Throughout this unit, students consider whether the decisions made by the fictional characters of the Elizabethan stage reflect Catholic values and beliefs in the world of the twenty-first century. The teacher should take advantage of naturally occurring opportunities to explore the theme of social commentary. The second teacher-student conference for Independent Study takes place.

Strand(s) & Learning Expectations

Strand(s): Language, Literature Studies and Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LSV.01, LSV.02, LS1.03, LS1.05, LS3.03, LAV.02, WR1.01, LA2.01, LA2.02, MDV.02 CGE2b, CGE5e, CGE5f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Introduction to Globe Theatre and conventions of drama Oral reading of play Oral communication Response journals Analytic discussions and tutorials

Cluster	Learning Expectations	Assessment Categories	Focus
2	LSV.03, LAV.01, LAV.02, LSV.01, LSV.02, LS1.01, LS1.04. LS1.05, LS2.01 CGE2b, CGE2d, CGE4f, CGE5e	Knowledge/ Understanding Thinking/Inquiry Communication Application	Introduce archetypes (i.e., the fool, the tragic hero) Character analysis (the limitations of stock characters) Recurring archetypal patterns across culture and genre Contemporary criticism of Shakespearean plays The antagonist as foil Role-playing – dramatizing a soliloquy
3	LSV.03, LAV.01, LAV.02, LS1.01, LS3.03, LS3.02, LS3.04, LA2.02, LA2.05 CGE2b, CGE2d	Knowledge/ Understanding Thinking/Inquiry Communication Application	Identifying common themes in Elizabethan Drama Imagery and its relationship to theme Recurring imagery in Elizabethan literature (Greek and Roman mythology/biblical allusion) Analysing a passage Student presentations
4	LSV.03, LS1.05, LS3.01, WR1.01, LAV.02 CGE2b, CGE4f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Review stylistic devices (allusion, extended metaphor). Literary analysis Note-taking Researching Greek and Roman mythological allusions
5	LAV.02, LSV.03, LS3.03, LAV.01, LS1.01, LS3.02, LS3.04, LA2.02, LA2.05 CGE2b, CGE2d	Knowledge/ Understanding Thinking/Inquiry Communication Application	Review allusion and extended metaphor. Identification of allusion in textual analysis Greek and Roman mythology (review prior learning) Common biblical allusions – identifying these allusions in the text and relating to biblical passages Research on Greek and Roman mythological characters
6	LS1.02, WRV.02, WRV.03, WRV.04, WRV.05, LAV.02, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.04, WR3.01, WR4.01, WR4.02, WR4.03, WR4.04, WR5.01, WR5.03, WR5.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	Review essay techniques. Review MLA format for documentation. Self- or peer editing
7	LA2.07, LA2.06		The teacher sets up a schedule to conference with students about the progress on the Independent Studies

Unit 5: Independent Study Unit

Time: 20 hours

Unit Description

This unit is ongoing throughout the entire course and it is meant to supplement the other units of study. The students choose a novel and a play containing a similar theme that they wish to investigate for their Independent Study. Students utilize the skills they have developed to discern connections between diverse literary works. Through the analysis of social commentary, comparative skills are modelled in the previous units. The students are given class time to work in the library/resource centre to gather sources and information on their author, as well as, literary/stylistic devices used in their literary works. Students regularly conference with the teacher to monitor progress. Students submit a comparative literary essay with a works-cited page listing the secondary sources they used. They also present a 15- to 20-minute seminar based on their Independent Study, using at least one audio and/or visual medium. This unit fosters effective communication, as well as time and resource management skills. The summative evaluation of this unit together with the final exam comprise 30% of this course.

Strand(s) & Learning Expectations

Strand(s): Literature Studies and Reading, Writing, Language, and Media

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	WRV.01, WRV.02, LS3.03, WR5.01 CGE2b	Knowledge/ Understanding Thinking/Inquiry Application	Review MLA format for documentation.
2	LS1.01, WRV.01 CGE2b	Knowledge/ Understanding Thinking/Inquiry Application	Critique sample critical essays. Apply critical structures to analyse the literary works they are studying.
3	LS1.03, LS1.05, LS3.01, LS3.02, LS3.03, LS3.04, WR1.01 CGE2c, CGE3c	Knowledge/ Understanding Thinking/Inquiry Application	Review rhetorical devices and elements of style as taught in Unit 1. Identify and analyse significant devices present in their nominated literary works.
4	WRV.04, WRV.05, WR1.02, WR1.03, WR1.04, WR4.01, WR4.02, WR4.03, WR4.04, WR5.03 CGE2b, CGE4e, CGE4f	Thinking/Inquiry Communication Application	Using secondary sources, write a literary essay comparing a play and a novel. Writing Process: Peer and Self-Editing Essay: teacher assessment
5	WR3.02, LS3.01, LA2.01, LA2.02, LA2.03, LA2.05, LA2.06, MDV.02, MD2.01 CGE2c, CGE4c, CGE5g	Knowledge/ Understanding Thinking/Inquiry Communication Application	Oral Seminar Self, peer and teacher assessment

Assessment and Evaluation of Student Achievement

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation. Assessment contributing to the students' final mark must be based on individual performance.

Accommodations

- The teachers should consult individual IEPs for specific direction on accommodations for all identified students. Teachers are required to accommodate for the unique learning needs of students with Individual Education Plans (IEPs).

Resources

The resource list is neither prescriptive nor exclusive. The resources listed are only suggestions or examples. The teachers should feel free to choose novels or other works of literature that address the theme of social commentary.

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them to student use.

Units in the Course Profile make reference to use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding the use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy license and that their license covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette license from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person, or organization that created the work. Reproduction of any work or substantial part of any work on the internet is not allowed without the permission of the owner.

Abrams, M. H. *A Glossary of Literary Terms*, 7th ed. Orlando: Harcourt Brace College Publishers, 1999.

Acker, Kathy – Literary Witches (gender theory) – http://acker.thehub

Bolt, Robert. *A Man for All Seasons.* USA: Vingate, 1965.

Beckett, Samuel. *Waiting For Godot*. New York: Grove/Atlantic, Inc., 1999.

Collings, Matthew. *This is Modern Art*. Great Britain: Weidenfeld and Nicolson, 1999.

Conrad, Ronald. *The Act of Writing: Canadian Essays for Composition,* 5th ed. Toronto: McGraw-Hill Ryerson Limited, 1999.

Derrida, Jacques – Deconstruction: Some Assumptions – http://www.brocku.ca/english/courses/4F70

Ryga, George. *The Ecstasy of Rita Joe*. Vancouver: Talonplays, 1970.

Elizabethan and Jacobean Theatre links – edusite – The Ever Reader (Oxford Shakespeare group newsletter) – http://www.everreader.com

Event Buildings Online (Globe Theatre) – http://wwww.greatbuildings.com/buildings

A Glossary of Literary Terms – http://www.uky.edu/AS/English/writprog/index.html

Index of the Johns Hopkins Guide to Literary Theory and Criticism – http://www.press.jhu.edu/books

Kingsolver, Barbara. *Animal Dreams*. New York: Harper Collins Publishers, 1990.

Knobler, Nathan. *The Visual Dialogue: An Introduction to the Appreciation of Art*. New York: Holt, Rinehart and Winston, Inc., New York.

Ionesco, Eugene. *Rhinoceros*. New York: Grove Press, 1960.

Laurence, Margaret. *The Stone Angel*. Toronto: McClelland & Stewart Inc., 1988.

Literary Theory Links – http://www.anu.edu.au/english

Miller, Arthur. *Death of a Salesman*. New York: Viking Press, 1967.

(Annotated guide to scholarly resources)

Mr. William Shakespeare and the Internet
– http://shakespeare.palomar.edu
– http://www.andromeda.rutgers.edu/~jlynch/Lit/

Postmodernism and Cyberculture – http://www.marist.edu/humanities/english/postmod.html

Ross, Stephen David, ed. *Art and Its Significance: An Anthology of Aesthetic Theory,* 2nd ed. New York: New York State University Press, 1987.

Shakespeare Birthplace Trust – http://www.shakespeare.org.uk/

Shange, Ntozake. *For coloured girls who have considered suicide, when the rainbow is enuf: a choreo poem.* New York: MacMillan, 1977.

Shakespeare Magazine – http://www.shakespearemag.com/

(Solioquies)

Shakespeare's Monologue – http://www.Shakespeare-monologues.org/

Shahey's Place 3D (Globe Theatre Internet Experience) – http://library.thinkguest.org/10502/

Barry, James and Joseph Griffin, ed. *The Storyteller*. Scarborough: Nelson Canada, 1992.

Taylor, Drew Hayden. *Toronto At Dreamer's Rock*; and *Education is our right* – two one-act plays. Saskatoon: Fifth House, 1990.

Teaching Early Drama with Modern Technology
– http://www.humanities.mcmaster.ca/~reed/DRAMA.HTML

The Social Significance of the Modern Drama
– http://www.pitzer.edu~dward/Anarchist_Archives/goldman/socsig/socsigtoc.html

Terry Eagleton, Literary Theory, an Introduction
– http://newmedia.cgu.edu/literarytheory/Texts/eagleton.html

Coded Expectations, English, Grade 12, University, ENG4U

Literature Studies and Reading

Overall Expectations

LSV.01 · read and demonstrate an understanding of complex texts from various time periods, countries, and cultures, with an emphasis on analysing and assessing ideas, themes, concepts, and arguments;

LSV.02 · demonstrate an understanding of the elements of fiction, drama, poetry, and non-fiction, with an emphasis on plays and essays;

LSV.03 · analyse the elements of style in a variety of texts and assess their effects.

Specific Expectations

Understanding the Meaning of Texts

LS1.01 – analyse and assess ideas, themes, concepts, and arguments in print and electronic texts (e.g., assess how the use of multiple perspectives in a novel contributes to its theme; analyse an author's use of irony based on a close reading of a poem);

LS1.02 – select and use significant and compelling evidence from texts to support critical analyses (e.g., prepare an oral presentation explaining how the recognition scene in a Shakespearean tragedy deepens the play's impact; write a critical review of an essay, focusing on bias);

LS1.03 – select and use a range of effective reading strategies (e.g., research the life of an author using a literary encyclopedia; read closely and accurately to identify specific information; use an electronic version of a literary text to track significant words or images; compare the print and film versions of a dramatic scene);

LS1.04 – compare values, perspectives, and world views in texts (e.g., compare the moral and spiritual values of an evolving character at different stages in a literary work; outline the similarities and differences in the perspectives of the protagonists in two literary works);

LS1.05 – analyse the influence of social, cultural, and economic values and perspectives on the themes and interpretations of texts (e.g., examine various texts about a social or political issue such as human rights or anti-Semitism to analyse and suggest reasons for authors' different approaches).

Understanding the Forms of Texts

LS2.01 – analyse and assess how key elements of challenging plays and essays reinforce the works' themes and ideas (intensive study) (e.g., analyse how imagery in a tragedy contributes to the theme; assess how the organization of an essay strengthens the persuasiveness of the argument);

LS2.02 – analyse and assess how elements of challenging texts in literary forms other than plays and essays are used to enhance meaning (extensive study) (e.g., assess the use of symbols and images to generate multiple meanings in a historical novel; analyse the ways in which settings add layers of meaning in a short story);

LS2.03 – analyse and assess how elements of demanding non-fiction texts influence their meaning (e.g., compare the use and effectiveness of inductive and deductive organizational patterns in two newspaper editorials).

Understanding the Elements of Style

LS3.01 – analyse how language and syntax are used in texts to create particular effects (e.g., analyse how language is used to create pathos in a play; analyse the language used to create an ironic tone in an essay);

LS3.02 – analyse how authors use a variety of literary and rhetorical devices to help convey meaning and strengthen the impact of a text (e.g., contrast the ways in which authors use dramatic irony to create sympathy for their protagonists; analyse the rhetorical techniques, such as juxtaposition and allusion, used to support the argument in a film review);

LS3.03 – assess the effect on the reader of authors' choices of language, syntax, and literary and rhetorical devices by examining their own and others' interpretations of the style of texts;

LS3.04 – analyse how authors and editors use design elements to enhance meaning and strengthen the impact of a text (e.g., assess the effect of the font style and spacing of a poem; analyse and comment on the design layout of a textbook).

Writing

Overall Expectations

WRV.01 · use a range of print and electronic primary and secondary sources to gather and assess information and ideas and to develop and refine topics for writing;

WRV.02 · select and use writing forms suited to various purposes and audiences, with an emphasis on analytic and argumentative essays and narratives or dramatic scenes;

WRV.03 · use a range of organizational structures and patterns to produce unified, coherent, and effective written work;

WRV.04 · revise their written work, independently and collaboratively, with a focus on sufficient development of content, coherent organization, clear expression, and effective style;

WRV.05 · edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01 – investigate potential topics for written work, including a literary independent study project, by devising research questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas from primary and secondary sources (e.g., review a library serials index to establish the availability of periodicals; investigate access to public and postsecondary collections of reference materials; create electronic bookmarks to organize links to other sources of information);

WR1.02 – organize and synthesize significant information, ideas, and sources to suit specific forms and purposes for writing (e.g., group interpretations for an analytical essay; identify key concepts to develop the argument of an essay for an independent study project);

WR1.03 – formulate and refine a thesis to develop content for academic and expressive writing by making inferences and thinking divergently about information and ideas from prior knowledge and research (e.g., reconcile conflicting perspectives for a seminar report on Shakespearean tragedy; use knowledge of the period to rewrite a section of a historical novel from the point of view of a minor character);

WR1.04 – evaluate information and ideas to determine whether they are sufficient, authoritative, significant, and suitable to the form and the purpose for writing.

Choosing the Form to Suit the Purpose and Audience

WR2.01 – demonstrate an understanding of the uses and conventions of various forms by writing analytic and argumentative essays, critical reviews, expressive works such as narratives or dramatic scenes, and an independent research essay or report (e.g., adapt an episode in a novel to create a dramatic scene; write an essay providing a close analysis of a novella);

WR2.02 – select and use an appropriate form to produce written work for an intended audience and purpose (e.g., write a critical review of the film of a literary work studied in the course; write an essay comparing the central characters in two novels from different periods);

WR2.03 – analyse the characteristics of literary and informational texts as models of writing for specific purposes and audiences;

WR2.04 – select and use a voice and style appropriate to academic and personal writing (e.g., use an authoritative voice, develop a thesis, and support their arguments in an essay analysing characters or techniques in a literary work; write a soliloquy in the "voice" of the antagonist in a play).

Organizing Ideas and Information in Written Work

WR3.01 – use essay structure and report structure and patterns such as induction, deduction, analogy, process analysis, climactic order, chronological order, and cause and effect to organize information and ideas in essays, critical reviews, and reports (e.g., organize and unify the main ideas in an argumentative essay through the use of analogy; organize an argument in a report by acknowledging and rebutting alternative positions);

WR3.02 – select and use appropriate organizational devices and patterns to structure creative works and multimedia presentations (e.g., use categorization to organize information and ideas in an oral presentation for an independent study project).

Revising Drafts

WR4.01 – revise drafts to strengthen content and improve organization by connecting ideas, themes, or issues to critical concepts; exploring the complexities of the controlling idea; reconciling different perspectives; reinforcing arguments with compelling evidence; and reordering arguments for improved coherence and impact (e.g., consider the implications of evidence to strengthen an essay's controlling idea; use climactic order to emphasize the most powerful and convincing argument in support of the thesis);

WR4.02 – revise drafts to improve clarity of expression (e.g., use feedback from peer conferences to rephrase passages or combine sentences for more concise, authoritative, and emphatic expression in an academic essay; examine writing for precise use of technical terminology);

WR4.03 – revise drafts to ensure an effective style (e.g., select words with connotations that deepen the meaning and impact of writing; examine writing for use of inclusive and anti-discriminatory language; assess the effectiveness of diction in a monologue by listening to a recording of it);

WR4.04 – revise drafts to integrate researched information, ideas, concepts, and quotations effectively and ethically (e.g., use identifying words and phrases to refer to sources, parenthetical referencing, and bibliographies in a research essay or report).

Editing, Proofreading, and Publishing

WR5.01 – cite researched information, ideas, and quotations in a consistent manner according to acceptable research methodology (e.g., cite sources using a recognized style such as that of the Modern Language Association [MLA] or the traditional footnote/endnote system known as the Chicago style);

WR5.02 – produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., develop graphics and other visual aids to support the oral presentation of a literary independent study project; use a desktop publishing program to format and publish a script on a student-writing website);

WR5.03 – identify strengths and weaknesses in their writing skills and create action plans for improvement;

WR5.04 – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

- ❑ Grammar and Usage: use a variety of sentence structures to communicate complex ideas effectively, logically, coherently, and emphatically, with a focus on subordination, transitions, parallelism, and word order;
- ❑ Grammar and Usage: use pronoun case, number, and person correctly (e.g., use proper case for pronouns in comparisons using than or as);
- ❑ Grammar and Usage: choose verb voice and mood to suit the purpose and audience (e.g., use the active voice to emphasize the doer of the action and to avoid dangling or misrelated modifiers; use the passive voice to emphasize the receiver of the action or to minimize the importance of the doer of the action);
- ❑ Grammar and Usage: show understanding that grammar may be used unconventionally for a particular effect in oral language, advertising, poetry, or direct speech of characters in fiction and plays;
- ❑ Spelling: demonstrate an understanding of a wide range of spelling patterns, rules, and strategies by recognizing and correcting their own and others' spelling errors (e.g., apply knowledge of rules for the use of hyphens, particularly in spelling compound adjectives; maintain a list of words that do not follow spelling rules);
- ❑ Spelling: spell correctly specific academic, historical, and technical terms used in writing;
- ❑ Spelling: use a range of print and electronic resources to flag possible errors and improve spelling (e.g., consult an up-to-date dictionary for the spelling of hyphenated words);
- ❑ Punctuation: use punctuation to achieve clarity, and for rhetorical and stylistic effect (e.g., understand the purposes of punctuation marks to enhance clarity, emphasis, and rhythm; read aloud written work to ensure that sentences are punctuated as they are intended to be heard).

Language

Overall Expectations

LAV.01 · use knowledge of recent developments in the English language, vocabulary and language structures, and the conventions of standard Canadian English to read, write, and speak effectively;

LAV.02 · use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic language appropriately in seminars and presentations of independent study projects.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LA1.01 – apply a variety of strategies to extend vocabulary while reading, with an emphasis on discerning nuances and judging the precision of words (e.g., find examples of cliché, jargon, and redundancy in texts and suggest fresh, vivid, and concise alternatives; create a web of words associated with a coined word in a poem);

LA1.02 – analyse the origins and roots of words used in different areas of science and technology (e.g., medicine, computer studies, communications technology, space technology);

LA1.03 – select appropriate academic and technical language and use it with precision in oral and written work;

LA1.04 – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., consult recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

LA2.01 – communicate orally in large and small groups for a variety of purposes, with a focus on challenging and extending the ideas of others; using academic and theoretical concepts and language; and discussing the coherence, relevance, strengths, and weaknesses of ideas and arguments;

LA2.02 – communicate orally in group discussions, applying such skills as the following: leading and contributing to productive discussions; suggesting possibilities and selecting directions within the group; generating ideas; contributing information; connecting ideas and arguments to other knowledge; making inferences; assessing the process used to reach conclusions; and fulfilling roles and completing tasks as required to produce presentations and products of high academic quality;

LA2.03 – use critical listening skills to analyse and assess the content of oral presentations (e.g., assess the validity of the presenter's sources, arguments, and conclusions; detect assumptions and omissions, and provide missing information);

LA2.04 – assess oral presentations to explain how rhetorical devices, academic and technical language, answers to challenging questions, and technological aids are used to persuade, enhance credibility, and capture the interest of the audience;

LA2.05 – use effective strategies, such as researching information and ideas, organizing, rehearsing, and revising, to plan and present seminars, debates, and independent study projects;

LA2.06 – use techniques for making effective oral presentations, with a focus on organizing material coherently; providing significant evidence; using imagery, analogy, and parallel structures; and incorporating participatory activities, visual aids, and technology;

LA2.07 – identify strengths and weaknesses in their oral communication skills and create an action plan for improvement.

Media Studies

Overall Expectations

MDV.01 · demonstrate an understanding of a variety of media, media theories, and media industry practices by analysing representations, forms, and techniques in media works and assessing their implications for individuals and society;

MDV.02 · demonstrate an understanding of the relationships among form, content, purpose, audience, and production techniques by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course, and assessing their effectiveness.

Specific Expectations

Analysing Media and Media Works

MD1.01 – use critical thinking skills to identify bias and to analyse the differences between explicit and implicit messages in media works (e.g., analyse and assess the representation of Canadian culture in a wide range of films and television programs; analyse and assess the newspaper, television, radio, and Internet coverage of a conflict or uprising);

MD1.02 – explain how representation, form, style, and techniques in media works convey messages with social, ideological, and political implications (e.g., compare advertisements promoting healthy living as presented in different media forms; compare the coverage of a business or political news story in a range of newspapers, news magazines, radio and television newscasts, and on the Internet);

MD1.03 – explain the relationship between media works and their audiences (e.g., research how an advertiser adapts a campaign for different regional, cultural, or socio- economic groups; write a report on the ways in which various citizen groups use the media for specific purposes);

MD1.04 – apply key concepts of media theory to analyse specific media works (e.g., examine the coverage of an issue or event by a variety of media to assess Marshall McLuhan's statement "The medium is the message");

MD1.05 – identify and explain the conditions that affect media industry practices governing the production, financing, and distribution of media works (e.g., gather data for an argumentative essay by investigating the ownership and control of media businesses and the implications for public access, range of expression, and audience choice).

Creating Media Works

MD2.01 – design or create media works based on ideas, themes, and issues examined in this course (e.g., create a short videotaped editorial on a current issue or topic, using available resources; create a multimedia presentation for peers for an independent study project);

MD2.02 – demonstrate an understanding of the relationships among form, content, purpose, audience, and production options in their creations; assess the effectiveness of the works; and evaluate the choices made during the production process (e.g., maintain a learning log to record stages in the design and production process).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;
CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;
CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;
CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
CGE1i -integrates faith with life;
CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who
CGE2a -listens actively and critically to understand and learn in light of gospel values;
CGE2b -reads, understands and uses written materials effectively;
CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;
CGE2d -writes and speaks fluently one or both of Canada's official languages;
CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who
CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE3b -creates, adapts, evaluates new ideas in light of the common good;
CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;
CGE3d -makes decisions in light of gospel values with an informed moral conscience;
CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good.

Unit 4: Elizabethan Drama

Time: 25 hours

Unit Description

This unit provides the opportunity for students to apply the knowledge and skills developed in Units 2 and 3, while extending their facility with literary analysis. Students read and critically analyse a Shakespearean play. Students explore the concept of an archetype and its relationship to Christian imagery and classical allusion. Students enhance their understanding of the phonological and semantic aspects of language through the study of allusion, imagery, and metaphor in Elizabethan drama. At the same time, students engage in an examination of a wide variety of literary devices. Students plan oral presentations, role-play, conduct research, and write an essay. All activities in this unit relate to the same Shakespearean play. Throughout this unit, students consider whether the decisions made by the fictional characters of the Elizabethan stage reflect Catholic values and beliefs in the world of the twenty-first century. Throughout the unit, teachers should take advantage of naturally-occurring opportunities to explore the theme of social commentary.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
4.1 Reading and analysing of the play	5 hours	LSV.01, LSV.02, MDV.02, LAV.02, LS1.03, LS1.05, LS3.03, WR1.01, LA2.01, LA2.02 CGE2, CGE5e, CGE5f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Oral reading of play Oral communication Reader Response Journals Analytic discussions/ tutorials
4.2 Shakespearean characters as archetypal figures	5 hours	LSV.01, LSV.02, LSV.03, LS1.01 LS1.04, LS1.05, LS2.01, LAV.01, LAV.02, LA2.01, LA2.02 CGE2b, CGE2d, CGE4f, CGE5e	Thinking/Inquiry Communication	Character Analysis Role-playing
4.3 Imagery and Thematic development	3 hours	LSV.03, LS1.01, LS2.02, LS3.01, LAV.02 CGE2b, CGE5e	Knowledge/ Understanding Thinking/Inquiry Communication Application	Identifying themes in Elizabethan drama Group and paired work Scene analysis Oral presentations
4.4 Exploring Elizabethan language and its meaning	3 hours	LSV.03, LAV.01, LAV.02, LS1.01, LS3.03, LS3.02, LS3.04. LA2.02, LA2.05 CGE2b, CGE2d	Knowledge/ Understanding Thinking/Inquiry Communication Application	Analysing a passage Oral delivery of a passage
4.5 Shakespearean Allusion	5 hours	LSV.03, LS1.05, LS3.01, WR1.01, LAV.02 CGE2b, CGE4f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Classical mythology research Writing summaries Note-taking

Activity	Time	Learning Expectations	Assessment Categories	Tasks
4.6 Culminating Activity	4 hours	LS1.02, WRV.02, WRV.03, WRV.04, WRV.05, LAV.02, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.04, WR3.01, WR4.01, WR4.02, WR4.03, WR4.04, WR5.01, WR5.03, WR5.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	Literary essay

Activity 4.1: Reading and Analysing the Play

Time: 5 hours

Description

This activity focuses on the reading and analysis of a Shakespearean play to explore the theme of social commentary. Following a brief introduction that teaches students about the cultural significance of the Globe Theatre and the elements of Elizabethan stage, students read the play aloud, participate in classroom discussions, and respond critically to selected passages. Part of this critical analysis is assessed through reader-response journals. These responses form part of students' writing folders. The time allowances are based on the assumption that portions of the play are read aloud in class and some portions should be read independently by students. Reading of the play should be on-going throughout the entire unit.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE2d - writes and speaks fluently one or both of Canada's official languages;
CGE5e - respects the rights, responsibilities and contributions of self and others;
CGE5f - exercises Christian leadership in the achievement of individual and group goals.

Strand(s): Language, Literature Studies and Reading, Media Studies, Writing

Overall Expectations

LSV.01 - read and demonstrate an understanding of complex texts from various time periods, countries, and cultures, with an emphasis on analysing and assessing ideas, themes, concepts, and arguments;
LSV.02 - demonstrate an understanding of the elements of fiction, drama, poetry, and non-fiction, with an emphasis on plays and essays;
LAV.02 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic language appropriately in seminars and presentations of independent study projects.

Specific Expectations

LS1.03 - select and use a range of effective reading strategies;
LS1.05 - analyse the influence of social, cultural, and economic values and perspectives on the themes and interpretations of texts;
LS3.03 - assess the effect on the reader of authors' choices of language, syntax, and literary and rhetorical devices by examining their own and others' interpretations of the style of texts;
WR1.01 - investigate potential topics for written work, including a literary independent study project, by devising research questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas from primary and secondary sources;

LA2.01 - communicate orally in large and small groups for a variety of purposes, with a focus on challenging and extending the ideas of others; using academic and theoretical concepts and language; and discussing the coherence, relevance, strengths, and weaknesses of ideas and arguments;
LA2.02 - communicate orally in group discussions, applying such skills as the following: leading and contributing to productive discussions; suggesting possibilities and selecting directions within the group; generating ideas; contributing information; connecting ideas and arguments to other knowledge; making inferences; assessing the process used to reach conclusions; and fulfilling roles and completing tasks as required to produce presentations and products of high academic quality.

Prior Knowledge & Skills

- Students build upon their previous knowledge of reading Shakespearean texts.

Planning Notes

- Prepare a lesson on the Globe Theatre and its social and cultural impact in society during this time period.
- Where possible, students should have the opportunity to attend live theatre productions, e.g., Stratford Festival.
- Assessment in this course depends, in part, on the ability to participate in oral discussions. Reading the play and the critical discussion of selected passages should be integral and on-going activities throughout this unit.
- The introductory element of this activity, i.e., discussion on Globe Theatre and set design, serves as a framework for the study of the play. It provides students with an understanding of the elements of Elizabethan drama.
- In the exploration of the theme of social commentary, direct students to consider the ethnocentric nature of Shakespeare's plays. Students consider how language suggests an inherent racism or xenophobia. In this way, students themselves are making social commentary.
- Make it clear to students that response journals should comprise cogent and well-organized analysis of a given topic.

Teaching/Learning Strategies

4.1.1 **Teacher Facilitation** – Before beginning the lesson on the Globe Theatre, show a video of Shakespeare's life and times. Encourage the students to take notes during the video, or prepare a list of questions that the students can answer based on what they learned in the video. Introduce some of Shakespeare's contemporaries, i.e., Christopher Marlowe, and Ben Jonson. Discuss their relationships and the influence they had on each other. Introduce the Globe Theatre and set designs used in Elizabethan times. Discuss social order of the theatre. Review how set design, props, lighting, and staging create meaning in the play. Review the characteristics of the Modern period (art, poetry, and drama) and make comparisons with those of the Elizabethan period. Encourage students to respect the rights, responsibilities, and contributions of others as well as themselves. Encourage students to exercise Christian leadership in the achievement of individual and group goals.
Student Activity – Students take turns in reading the play aloud or listen to an audiocassette or compact disc version.

4.1.2 **Teacher Facilitation** – Interject at various points to pose open-ended questions about respective passages or scenes, e.g., "what's interesting or important about this passage. What is a key passage to understand the motivations of a particular character? How is the theme or plot advanced by this passage? Introduce the expectations for and purpose of response journals using a variety of exemplars. Distribute reader response rubrics before students begin journaling. Use checklist to monitor completion of journals and summatively assess specific journal responses.

Student Activity – Students consider and/or question the assumption of the universal appeal of Shakespeare. In response journal format, students analyse the play through the consideration of the role that British Imperialism/Colonialism has played in perpetuating this appeal. Students discuss the nature of Catholicity in Elizabethan England. The teacher may decide to introduce the idea of academic postulating of Shakespeare's hidden Catholicity. This could lead to a short written response.

Assessment & Evaluation of Student Achievement

- Reader-response journals
- Oral Communication (Teacher Observation)

Resources

Adams, Robert M. "Gathering Shades: The Last Years of Elizabeth (1588-1603)". *The Land and Literature of England.* New York: Robert M. Adams. 1983: 176-199.

Andrews, John F. ed., *William Shakespeare: His World, His Work, His Influence*. New York: Charles Scribner, 1993.

Burnell, Paul. "Shakespeare Scholars Say the Bard was…Catholic?" *National Catholic Register,* (September 5-11, 1999).

Holmes, Peter. "The Development & Exposition of Ideas of Resistance 1584-96." *Resistance and compromise: the political thought of the Elizabethan Catholic*. Cambridge: Cambridge U or P, 129-233.

The Ever Reader (Oxford Shakespeare group newsletter – http://www.everreader.com)

Kay, Dennis. *Shakespeare: His Life, Work and Era.* London: Sidgwick and Jackson, 1992.

Shakespeare and His Theatre: The Gentle Shakespeare. New Jersey: Films for the Humanities, Inc., 1993.

Shakespeare Birthplace Trust – http://www.shakespeare.org.uk/

Shakespeare Magazine – http://www.shakespearemag.com/

Stratford Festival, Stratford, Ontario

Teaching Early Drama with Modern Technology
– http://www.humanities.mcmaster.ca/~reed/early/crrntmn.htm

Catholic Educator's Resource Center: Arts and Literature –
http://www.catholiceducation.org/articles/arts/a10014.html

*Human resources should also be included, e.g., resident theatre teacher as a guest speaker, Shakespearean theatre company member, university professor, costume designer, or make-up artist

Appendices

Appendix 1 – Reader Response Journal Rubric

Activity 4.2: Shakespearean Characters as Archetypal Figures

Time: 5 hours

Description

Students are introduced to Shakespearean archetypes such as the fool and the tragic hero. Students identify archetypal figures in the text they are currently studying and relate these characters to classical mythology and Biblical figures. They recognize how these figures are a product of the Elizabethan era, as well as, the way the figures transcend time periods. Students complete studies of major and minor characters to understand their dramatic function. Students demonstrate their understanding of a major character by dramatizing a soliloquy to express how movement, staging, and expression contribute to meaning.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE2d - writes and speaks fluently one or both of Canada's official languages;
CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE5e - respects the rights, responsibilities, and contributions of self and others.

Strand(s): Literature Studies and Reading, Language

Overall Expectations

LSV.01 - read and demonstrate an understanding of complex texts from various time periods, countries, and cultures, with an emphasis on analysing and assessing ideas, themes, concepts, and arguments;
LSV.02 - demonstrate an understanding of the elements of fiction, drama, poetry, and non-fiction, with an emphasis on plays and essays;
LSV.03 - analyse the elements of style in a variety of texts and assess their effects;
LAV.01 - use knowledge of recent developments in the English language, vocabulary and language structures, and the conventions of standard Canadian English to read, write, and speak effectively;
LAV.02 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic language appropriately in seminars and presentations of independent study projects;

Specific Expectations

LS1.01 - analyse and assess ideas, themes, concepts, and arguments in print and electronic texts;
LS1.04 - compare values, perspectives, and world views in texts;
LS1.05 - analyse the influence of social, cultural, and economic values and perspectives on the themes and interpretations of texts;
LS2.01 - analyse and assess how key elements of challenging plays and essays reinforce the works' themes and ideas (intensive study);
LA2.01 - communicate orally in large and small groups for a variety of purposes, with a focus on challenging and extending the ideas of others; using academic and theoretical concepts and language; and discussing the coherence, relevance, strengths, and weaknesses of ideas and arguments;
LA2.02 - communicate orally in group discussions, applying such skills as the following: leading and contributing to productive discussions; suggesting possibilities and selecting directions within the group; generating ideas; contributing information; connecting ideas and arguments to other knowledge; making inferences; assessing the process used to reach conclusions; and fulfilling roles and completing tasks as required to produce presentations and products of high academic quality.

Prior Knowledge & Skills

- Definition of an archetype, foil
- Knowledge of Greek and Roman mythology
- Group work skills

Planning Notes

- Review the definition of an archetype. Provide students with information about major literary archetypes. Refer to archetypes found in other course texts where possible. Discuss archetypes that appear in media constructions that students can recognize.

- **Note:** If students do not have sufficient prior knowledge of a number of Shakespeare plays, student activity 4.2.1 can be conducted effectively using only the play they are currently studying. Instead of comparing characters from several Shakespeare plays, students will brainstorm what traits characters in the play they are studying possess. More teacher direction is necessary if the activity is done this way. Additional notes on archetypes are required. Students discuss literary archetypal figures as a recurrent pattern particular to Shakespeare in order to understand characterization and to create a starting point for a discussion of Shakespeare's characterization and the limits surrounding it. Students consider how characterization may have been a function of his stock players and the nature of the genre (tragedy/comedy).
- The teacher discusses current literary criticism about Shakespearean theatre to facilitate discussion of female characterization. In this way, students understand the implicit social commentary in a text that reflects the patriarchal nature of Elizabethan society.
- The teacher should review oral presentation skills necessary for presentation of verse.
- This task may require more time than allotted.

Teaching Learning Strategies

4.2.1 **Student Activity** – In their study of the selected play, students arrange themselves in groups to discuss recurring characters in Shakespeare plays that have been studied in previous courses, e.g., King Lear (*King Lear*), Hamlet (*Hamlet*), and Macbeth (*Macbeth*) are all examples of the tragic hero; Mercutio (*Romeo and Juliet*), Feste *Twelfth Night*, and the Fool (*King Lear*) are all examples of the fool; Cassio (*Othello*), Kent (*King Lear*) are examples of loyal friend/character of untarnished virtue; Desdemona (*Othello*), Juliet (*Romeo and Juliet*), Cordelia (*King Lear*), and Ophelia (*Hamlet*) are all examples of the maiden; Gertrude (*Hamlet*) and Bianca (*Othello*) are examples of the fallen woman; Goneril and Regan (*King Lear*), Lady Macbeth (*Macbeth*), and Emilia (*Othello*) are examples of the shrew. Each group of students is given a character type and each group makes a list of the traits their character shares. Each group puts their list on an overhead and presents it to the class. In a reader response journal entry, students explore how specific Shakespearean characters transcend archetypal patterns. They also discuss how these archetypes are patterns in Shakespearean plays, and how these archetypes serve to define the genre.

Teacher Facilitation – Lead students to make connections between these Shakespearean characters and the connections to archetypal patterns found in Classical mythology and various literary genres, e.g., the protagonist as the fallen hero, female characters as witch/crone, maiden, fallen woman, or shrew, the protagonist's moral dilemma as a quest. Direct students to explore the symbol and theme of the "Christ/Saviour/suffering for the good of all" figure. Have students return to their groups after presenting their character type. Provide students with a short lecture on Elizabethan society's expectations for women. Initiate group discussions in which students suggest reasons why female characters in Shakespeare are depicted as archetypes such as witch, maiden, shrew, or fallen woman.

4.2.2 **Student Activity –** Students consider the fate of the tragic hero as the consequence of his or sin in disrupting the natural order.

Teacher Facilitation – Provide students with a handout about the Elizabethan view of the natural order. Initiate a class discussion about the moral dilemma faced by the protagonist and his or her subsequent death as a reflection of Elizabethan society's values.

4.2.3 **Student Activity** – Students explore the characterization of the protagonist, the antagonist, and the incorruptible friend of the protagonist. Using their Shakespeare text and notes taken throughout the study of the play they write a reader response entry comparing and contrasting these three characters.

Teacher Facilitation – Review the definition of a foil and invite students to analyse Shakespeare's characters as protagonists and foils. Direct students to consider the irony of the antagonist as foil

4.2.4 **Student Activity** – Students dramatize a soliloquy from the course text to demonstrate their understanding of the character. Students are assessed for their use of space, gestures, facial expression, volume level, and inflection to convey the meaning and emotion of the passage.
Teacher Facilitation – Suggest to students ways to enhance meaning such as bringing in props and playing music to convey meaning. Provide students with a list of possible soliloquies and let them choose which one they will dramatize.

Assessment & Evaluation of Student Achievement

Task	Tool	Assessment Categories
Character Analysis	Anecdotal	Knowledge/Understanding Thinking/Inquiry
Role-playing	Rubric	Thinking/Inquiry Communication

Accommodations

- A hand-out of any notes should be provided for students with transcription difficulties.
- Oral presentations may require alternate assessment such as video-taping, small-group, or teacher-only presentations.
- An alternate assessment strategy for the oral presentation is a written explanation of how to dramatize the scene.

Resources

Abrams, M.H.A. *A Glossary of Literary Terms*, 6th ed. New York: Harcourt Brace, 1993.

Cambridge Shakepeare

Cotterell, Arthur. *The Encylopedia of Mythology* London: Anness Publishing Limited, 1996.

Shakespeare Unbound

Brunel, Pierre, ed. *Companion to Literary Myths, Heroes and Archetypes*. Wendy Allatson (trans.) Judith Haywood (trans.) Routledge, 1995.

Saliani, Don, Chris Ferguson, and Tim Dr. Scott, eds. *The Tragedy of Hamlet.* Toronto: International Thomson Publishing, 1997.

Understanding Literary Archetypes – http://www.essortment.com/in/Literature.General

Archetypal Theory and Criticism – http://www.humanities.mcmaster.ca/~reed/early/crrntmn.htm

Event Buildings Online (Globe Theatre)
– http://www.chass.utoronto.ca/~reed/stage.html
– http://www.greatbuildings.com/buildings

Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton: Princeton University Press, 1990.

Frye, Northrop. *Northrop Frye on Shakespeare*. New Haven: Yale University Press, 1986.

Callaghan, Dympna, Lorraine Helms, and Jyolsna Singh. *The Wayward Sisters: Shakespeare and Feminist Politics.* Blackwell Publishing, 1994.

Howard, Jean and Phyllis Rachin. *Engendering a Nation: A Feminist Account of Shakespeare's English Histories.* Routledge, 1997

Appendices

Appendix 2 – Soliloquy - Evaluation Criteria Rubric

Activity 4.3: Imagery and Thematic Development

Time: 3 hours

Description

Students make connections between imagery and thematic development by completing close readings of specific text scenes. Students identify common themes present in Elizabethan drama. Students analyse imagery in individual scenes and identify repeated imagery that is evident in the play as a whole. Students use this analysis to identify themes that are inherent to the text.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE5e - respects the rights, responsibilities, and contributions of self and others.

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations

LSV.03 - analyse the elements of style in a variety of texts and assess their effects.

Specific Expectations

LAV.02 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic language appropriately in seminars and presentations of independent study projects;
LS1.01 - analyse and assess ideas, themes, concepts and arguments in print and electronic texts;
LS2.02 - analyse and assess how key elements of challenging plays and essays reinforce the works' themes and ideas (intensive study);
LS3.01 - analyse how language and syntax are used in texts to create particular effects.

Prior Knowledge & Skills

- Students use literary terms and should be able to recognize imagery in texts.

Planning Notes

- Select imagery-laden scenes from the text currently being studied which relate to thematic content (enough selections should be made for student group and then paired work).
- A wide array of presentational materials will be required for Strategy 4.3.4 (e.g., scissors, glue, tape, markers, pencils, poster paper, pencil crayons, and magazines).
- A developed rubric for teacher assessment of student presentations is used for strategy 4.3.4.
- Students require a peer assessment form for this same strategy.
- Develop appropriate group work partnerships for group work strategy 4.3.4.

Teaching/Learning Strategies

4.3.1 **Student Activity:** Brainstorm common themes present in Elizabethan drama (especially those which have been previously studied). Students select one image for each of these themes and should be prepared to explain how this image is connected to the theme. Students identify groups of images that are similar.

Teacher Facilitation: Lead class in brainstorming and record responses on the board. Encourage responses as required. The teacher may suggest images that support these themes. Lead class to make connections between groups of images that are similar.

4.3.2 **Student Activity:** Note taking

Teacher Facilitation: Deliver a lecture that includes definition of imagery and theme. Common themes and use of imagery typical in Elizabethan culture and literature are introduced and elaborated upon. The lecture should refer to previous Activity 4.3 and include a review of typical allusions that were commonly utilized (Greek and Roman mythological references/biblical allusion).

4.3.3 **Student Activity:** Students work in small groups to analyse key themes in the play that is currently being studied. Students complete a close reading exercise and identify significant images in teacher-assigned key passages (significant scenes). Students explain how these images affect the audience's understanding of the scene specifically and then how these inform the play as a whole.

Teacher Facilitation: Assign students into appropriate group partnerships. Designate specific scenes for groups to analyse. Lead discussion during group feedback process. Also informally evaluate development of group work skills.

4.3.4 **Student Activity:** Students work with a partner using an assigned passage from the text currently being studied (appropriate passages would include critical scenes that involve important plot development or soliloquies). Students deconstruct the assigned scene and select significant imagery from the passage. Students connect these images to dialogue and theme development, first as significant to the specific scene and then to the play as a whole. Pairs of students present their ideas to the class orally, using visual aids to augment their presentation. Students are responsible for completing peer evaluations of these presentations.

Teacher Facilitation: Distribute significant text passages to student pair partners. Distribute rubrics for student presentations and discuss methods of achieving Level 4 expectations. Assign paired presentation order and review appropriate peer evaluation techniques. Assess presentations. Collate and record peer assessment.

Assessment & Evaluation of Student Achievement

Task	Tool	Assessment Categories
Group work – imagery related to theme	Direct observation – teacher	Knowledge/Understanding Thinking/Inquiry Communication
Paired work presentations (imagery and theme, specific scene analysis – visual product)	Rubric (summative evaluation)* – teacher Peer assessment forms – students	Knowledge/Understanding Thinking/Inquiry Communication Application

* **Note:** each student's work must be assessed separately to be included in the final evaluation.

Accommodations

- Teacher-selected group work/peer pairings as needed

Resources

Dawe, Robert, S. Jeroski, A. Joesph, P. Malott and W. Mathieu. *Viewpoints: Teacher Resource.* Toronto: Prentice Hall, 2001.

Activity 4.4: Exploring Elizabethan Language and its Meaning

Time: 3 hours

Description

The focus of the activity is to explore and analyse the language of the play in the attempt to draw possible meanings. Students experiment with vocalization by presenting a chosen passage from the play. They consider such characteristics as stresses, pitch, volume, pausing, expression, etc., when delivering their passage. When analysing the language, students also consider the difference between prose and poetry and the playwright's purpose in using these two different types of language. Students then analyse alternate passages to determine the effect of other devices such as alliteration, word choice, and repetition, in creating meaning in the play.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE2d - writes and speaks fluently one or both of Canada's official languages.

Strand(s): Language, Literature Studies and Reading

Overall Expectations

LSV.03 - analyse the elements of style in a variety of texts and assess their effects;
LAV.01 - use knowledge of recent developments in the English language, vocabulary, and language structures, and the conventions of standard Canadian English to read, write, and speak effectively;
LAV.02 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic language appropriately in seminars and presentations of independent study projects.

Specific Expectations

LS1.01 - analyse and assess ideas, themes, concepts, and arguments in print and electronic texts;
LS3.01 - analyse how language and syntax are used in texts to create particular effects;
LS3.02 - analyse how authors use a variety of literary and rhetorical devices to help convey meaning and strengthen the impact of a text;
LS3.03 - assess the effect on the reader of authors' choices of language, syntax, and literary and rhetorical devices by examining their own and others' interpretations of the style of texts;
LS3.04 - analyse how authors and editors use design elements to enhance meaning and strengthen the impact of a text;
LA2.02 - communicate orally in group discussions, applying such skills as the following: leading and contributing to productive discussions; suggesting possibilities and selecting directions within the group; generating ideas; contributing information; connecting ideas and arguments to other knowledge; making inferences; assessing the process used to reach conclusions; and fulfilling roles and completing tasks as required to produce presentations and products of high academic quality;
LA2.05 - use effective strategies, such as researching information and ideas, organizing, rehearsing, and revising, to plan and present seminars, debates, and independent study projects.

Prior Knowledge & Skills

- Students build upon their prior knowledge of phonology and its effect on meaning in the play from ENG3U. Students apply their previously acquired skills in analysing language and stylistic devices as taught in Unit 3.
- Students apply group work skills.

Planning Notes

- Prepare samples of passages that have been analysed/unpacked for the students to follow when analysing their own chosen passages.
- Review assessment criteria with students before they begin the group task.

Teaching/Learning Strategies

4.4.1 **Teacher Facilitation** - Before beginning this activity, review stylistic devices in literature. Explore how they are used to create meanings. Provide a lesson on formal scansion. Give students an opportunity to apply this to selected verses in the play.

Student Activity - In pairs, students select a verse from the play to present orally. Each pair practises reading their verse paying particular attention to effective delivery; they should consider such vocal aspects as stresses, pitch, volume, pausing, expression, etc.

4.4.2 **Teacher Facilitation** - Distinguish the difference between prose and poetry by comparing the effect of both types of language. Discuss the playwright's purpose in using prose and poetry by directing students to make connections between the language and the characters speaking. Review phonology and its effect on meaning by referring to examples in the play. In small groups, students analyse various passages by focusing on aspects of oral language such as alliteration, word choice, and repetition.

Student Activity - Each group presents findings to the class by reading the passage aloud and then discussing the passage and its intended meanings. The class takes notes as each groups presents.

Assessment & Evaluation of Student Achievement

- Critical Analysis of a Passage Rubric (Appendix 3) (Formative)

Accommodations

- For students who are unable to present in front of a group, suggest that they tape record or video tape their passage delivery prior to the presentation due date in order to show it to the class.

Resources

Abrams, M.H. *A Glossary of Literary Terms,* 7th ed. Orlando: Harcourt Brace College Publishers, 1999.

A Glossary of Literary Terms – http//www.uky.eud.AS/English/writprog/index/html

Derrida, Jacques - Deconstruction: Some Assumptions – http://www.brocku.ca/english/courses/4F70

Appendices

Appendix 3 – Critical Analysis of a Passage Rubric

Activity 4.5: Shakespearean Allusion

Time: 5 hours

Description

This activity serves as a review of stylistic devices (allusion, extended metaphor) studied in English 3U. Students are involved in literary analysis that identifies and deconstructs the common allusions and metaphors which recur in Shakespeare's dramatic writing. Greek and Roman mythological allusions are researched as a basis for understanding these allusions. Christian allusions are also identified.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations
CGE2b - reads, understands, and uses written materials effectively;
CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

Strand(s): Literature Studies and Reading; Writing; Language

Learning Expectations
LSV.03 - analyse the elements of style in a variety of texts and assess their effects.

Specific Expectations
LAV.02 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic language appropriately in seminars and presentations of independent study projects;
LS1.05 - analyse the influence of social, cultural, and economic values and perspectives on the themes and interpretations of texts;
LS3.01 - analyse how language and syntax are used in texts to create particular effects;
WR1.01 - investigate potential topics for written work, including a literary independent study project, by devising research questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas form primary and secondary sources.

Planning Notes

- Collect as many obvious examples of allusion in literary texts as possible. Consider making your selection from a wide variety of genres and literary periods.
- Create an overhead transparency table which will serve as a comparison/chart template as well as another transparency that lists Greek gods/goddesses with their Roman counterparts. Cut up this transparency (list) in preparation for Strategy 4.5.2. Teams of students are given envelopes with copies of these same names that have been put onto separate slips of paper and put into envelopes.
- Select key biblical passages which are often referred to in literature.
- A class set of Bibles will be required.
- A selection of literary text references which contain biblical allusions should be collected, e.g., passages from Margaret Laurence's *The Stone Angel.*
- If possible, select these passages from texts already studied earlier in the course.
- Create a collection of Shakespearean text pieces which contain obvious biblical references.
- Book access to library/resource centre or computer suite (in order to facilitate student research).

Prior Knowledge & Skills

- Students have introductory knowledge of the use of allusions as a literary device.
- Students have previously studied multicultural comparisons of creation myths.

Learning/Teaching Strategies

4.5.1 **Student Activity:** Students review what allusions are and how extended metaphors work. Students contribute to a class discussion about which texts are commonly alluded to. Students use text samples to identify key allusions, Students suggest how these allusions affect meaning.
Teacher Facilitation: Lead discussion about what allusion is and the purpose of this literary device. Divide students into group work teams and distribute a literary package full of allusions (from a variety of genres). Lead a follow-up discussion during which students report their findings.

4.5.2 **Student Activity:** Students review past studies of mythology by working in pairs to organize lists of Greek and Roman gods according to their mutual identities. Students share their results with the class and self-assess their progress. Students complete the lists by adding the role that these gods or goddesses played. Students annotate lists with items and events associated with key gods and goddesses during follow up discussion.

Teacher Facilitation: Distribute pre-prepared envelopes of Greek and Roman gods and goddesses and assist paired partners to organize pairs/groupings appropriately. Organize volunteers to reorder appropriate pairings on overhead transparency. (One transparency should be a template of the comparison chart. Another transparency should have the same disassembled list of names of Greek and Roman gods and goddesses which the students have ordered at their desks.) Review specific roles of gods/goddesses as well as specific items and events that are often associated with them.

4.5.3 **Student Activity:** Students work in small teams to summarize significant biblical tales that are often referred to in literature. Expert teams provide these summaries to the rest of the class. (to be included in coursework notes)

Teacher Facilitation: Organize students into small teams and distribute biblical passages that will be summarized. Begin by reviewing qualities of an excellent summary and the amount of detail that should be included. The teacher might choose to model this skill for the students. Utilize overhead. Use an observation checklist to evaluate development of students' group work skills.

4.5.4 **Student Activity:** Students identify key Christian/biblical allusions in the current Shakespearian text they are studying. Students analyse the way these allusions add meaning to each passage and take notes.

Teacher Facilitation: Prepare a list of passages or lines that incorporate biblical allusion. Lead a post-activity discussion that unpacks the significance/meaning that these allusions add.

4.5.5 **Student Activity:** Students work in pairs on the Internet and utilize other library/resource centre resources to research teacher-identified Greek and Roman myths which are typically present in Shakespearian drama. Students identify at least one allusion to this myth in the current text they are studying. They should also explain how the inclusion of this myth changes understanding. Each student presents his or her findings in succinct note form to the teacher.

Teacher Facilitation: Select Greek and Roman myths that are commonly found in Shakespeare's texts. It is most relevant if these nominations are specific allusions from the current text. Assess succinct notes students submit, then collate these as an individual package for each student.

Assessment & Evaluation of Student Achievement

Task	Tool	Assessment Categories
Greek/Roman gods and goddesses	Direct observation – teacher Student self-assessment	Knowledge/Understanding
Group work task – summarizing Christian allegory	Observation checklist – teacher (Formative)	Knowledge/Understanding Thinking/Inquiry Communication
Greek and Roman myth research	Summative evaluation	Knowledge/Understanding Thinking/Inquiry Application

Accommodations

- Use teacher-selected and modified text.

Resources

Bullfinch's Greek and Roman Mythology
– http://www.bulfinch.org/fables/welcome.html

The Mythology Project
– http://www.princeton.edu/~rhwebb/myth.html

One Stop Ancient History/Myths/Mythological Figures
– http://ancienthistory.about.com

Activity 4.6: Culminating Activity

Time: 4 hours

Description

This activity is the Unit 4 Culminating Activity. Students demonstrate the knowledge and skills acquired in this unit by writing a literary essay. The essay requires students to synthesize their understanding of Elizabethan drama and culture. Students analyse a model for the literary essay. The culminating task evaluates students in all curriculum categories. Students engage in reading, writing, and critical thinking. Students engage in brainstorming, writing rough drafts, editing, peer editing and producing final drafts.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE2b - reads, understands, and uses written materials effectively.

Strand(s): Literature Studies and Reading, Writing

Overall Expectation

WRV.02 - select and use writing forms suited to various purposes and audiences, with an emphasis on analytic and argumentative essays and narratives or dramatic scenes;
WRV.03 - use a range of organizational structures and patterns to produce unified, coherent, and effective written work;
WRV.04 - revise their written work, independently and collaboratively, with a focus on sufficient development of content, coherent organization, clear expression, and effective style;
WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

LS1.01 - analyse and assess ideas, themes, concepts, and arguments in print and electronic texts;
LS1.02 - select and use significant and compelling evidence from texts to support critical analyses;
LS2.01 - analyse and assess how key elements of challenging plays and essays reinforce the works' themes and ideas (intensive study);
WR1.01 - investigate potential topics for written work, including a literary independent study project, by devising research questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas from primary and secondary sources (e.g., review a library serials index to establish the availability of periodicals; investigate access to public and postsecondary collections of reference materials; create electronic bookmarks to organize links to other sources of information);
WR1.02 - organize and synthesize significant information, ideas, and sources to suit specific forms and purposes for writing;

WR1.03 - formulate and refine a thesis to develop content for academic and expressive writing by making inferences and thinking divergently about information and ideas from prior knowledge and research;
WR1.04 - evaluate information and ideas to determine whether they are sufficient, authoritative, significant, and suitable to the form and the purpose for writing;
WR2.01 - demonstrate an understanding of the uses and conventions of various forms by writing analytic and argumentative essays, critical reviews, expressive works such as narratives or dramatic scenes, and an independent research essay or report;
WR2.04 - select and use a voice and style appropriate to academic and personal writing;
WR3.01 - use essay structure and report structure and patterns such as induction, deduction, analogy, process analysis, climactic order, chronological order, and cause and effect to organize information and ideas in essays, critical reviews, and reports;
WR4.01 - revise drafts to strengthen content and improve organization by connecting ideas, themes, or issues to critical concepts; exploring the complexities of the controlling idea; reconciling different perspectives; reinforcing arguments with compelling evidence; and reordering arguments for improved coherence and impact;
WR4.02 - revise drafts to improve clarity of expression;
WR4.03 - revise drafts to ensure an effective style;
WR4.04 - revise drafts to integrate researched information, ideas, concepts, and quotations effectively and ethically;
WR5.01 - cite researched information, ideas, and quotations in a consistent manner according to acceptable research methodology;
WR5.03 - identify strengths and weaknesses in their writing skills and create action plans for improvement;
WR5.04 - edit and proofread their own and others' writing, identifying, and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

- ❑ Grammar and Usage: use a variety of sentence structures to communicate complex ideas effectively, logically, coherently, and emphatically, with a focus on subordination, transitions, parallelism, and word order;
- ❑ Grammar and Usage: use pronoun case, number, and person correctly (e.g., use proper case for pronouns in comparisons using than or as);
- ❑ Grammar and Usage: choose verb voice and mood to suit the purpose and audience (e.g., use the active voice to emphasize the doer of the action and to avoid dangling or misrelated modifiers; use the passive voice to emphasize the receiver of the action or to minimize the importance of the doer of the action);
- ❑ Grammar and Usage: show understanding that grammar may be used unconventionally for a particular effect in oral language, advertising, poetry, or direct speech of characters in fiction and plays;
- ❑ Spelling: demonstrate an understanding of a wide range of spelling patterns, rules, and strategies by recognizing and correcting their own and others' spelling errors (e.g., apply knowledge of rules for the use of hyphens, particularly in spelling compound adjectives; maintain a list of words that do not follow spelling rules);
- ❑ Spelling: spell correctly specific academic, historical, and technical terms used in writing;
- ❑ Spelling: use a range of print and electronic resources to flag possible errors and improve spelling (e.g., consult an up-to-date dictionary for the spelling of hyphenated words);
- ❑ Punctuation: use punctuation to achieve clarity, and for rhetorical and stylistic effect.

Prior Knowledge & Skills

- Essay writing skills
- Modern Languages Association reference format (MLA)
- Brainstorming skills

Planning Notes

- Review literary essay writing skills (use first-year university English literature essay exemplars such as those listed in the Resources below).
- Students use information about Elizabethan society as a resource for the literary essay.
- Review MLA format for both Works Cited pages and in-text citations. Ensure there is a hard copy of MLA referencing style in the classroom.
- Allow students two class periods to work on their essay to allow time for teacher-student conferencing.
- This activity has possible essay topics provided. These are in no way meant to be exclusive or prescriptive. The teachers should encourage students to develop their own topics out of their reading response journals.
- This essay should approximate the expectations of a first-year university English literature essay.

Teaching/Learning Strategies

4.6.1 **Student Activity** – Students review the characteristics of literary writing by reviewing a ENG4U Level 4 exemplar to identify key components such as thesis, main arguments, and textual references.
Teacher Facilitation – Lead students through an analysis of a Level 4 literary essay. Provide students with essay-writing resources where they can find samples of real university assignments and essays, as well as texts that introduce them to academic writing.

4.6.2 **Student Activity** – Students begin to brainstorm ideas for essays. At this level, students are encouraged to develop their own essay topics that must be approved by the teacher.
Teacher Facilitation – Provide students with possible essay topics such as:

a) In many of Shakespeare's plays, the protagonist's foil is the antagonist. If this is so, does that reduce the play to an archetypal struggle between good and evil? Using the Shakespeare text and information researched earlier in the unit, compare the protagonist and the antagonist in Hamlet. Explain their characterization as a reflection of Elizabethan mores and morality. Suggest what social commentary Shakespeare is making with this characterization.
b) In almost every Shakespeare play, there is a character that serves as the loyal friend of the protagonist. The predominant aspect of this character is his or her unwavering loyalty and his or her incorruptibility. Do these traits render the characters as one-dimensional, flat characters? Using the Shakespeare text, information researched earlier in the unit, explain how this characterization is a reflection of Elizabethan mores and morality. Suggest what social commentary Shakespeare was making with this characterization.

Explain essay topics to students to ensure they understand what is expected. Provide students with essay rubric for this task at the beginning of the activity. Approve suitable topics students develop on their own.

4.6.3 **Student Activity** - Students develop an outline for their essay in class and complete the remaining stages of the writing stages independently. Time for in-class peer editing can be provided.
Teacher Facilitation - Conference with students to monitor progress.

Assessment & Evaluation of Student Achievement

Task	Tool	Assessment Categories
Essay	Rubric (summative)	Knowledge/Understanding Thinking/Inquiry Communication Application
Peer Editing	Peer Assessment Form	Communication Application

Resources

– www.utoronto.ca/writing/transition.html

– www.utoronto.ca/writing/bookind.html

– http://vig.pearsoned.ca/academic/product/1.4679.ISBN=0137362080:sViewMode=.00.html

Conrad, Ronald. *The Act of Writing* 5th ed. Toronto: McGraw-Hill Ryerson Limited, 1999.

Davies, Richard and Glen Kirkland, *Gage Canadian Writer's Handbook.* Toronto: Gage Educational Publishing Company, 2000.

MLAs World Wide Web site – http://www.mla.org/

Appendices

Appendix 4 – Literary Essay Rubric

Appendix 1

Activity 1: Reader Response Journal Rubric

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Understanding of the nature and purpose of the topic	- limited understanding of the nature and purpose of the topic	- some understanding of the nature and purpose of the topic	- considerable understanding of the nature and purpose of the topic	- high degree of understanding of context of the nature and purpose of the topic
Thinking/Inquiry The ability to make observations about character and language that can be supported and validated by textual references	- supports observations about character and language by textual reference with limited effectiveness and textual support	- supports observations about character and language by textual reference with some effectiveness and textual support	- supports observations about character and language by textual reference with considerable effectiveness and textual support	- supports observations about character and language by textual reference with extensive textual support
Communication Expresses ideas using literary terms and academic language	- expresses ideas using literary terms and academic language with limited effectiveness	- expresses ideas using literary terms and academic language with some effectiveness	- expresses ideas using literary terms and academic language with considerable effectiveness	- expresses ideas using literary terms and academic language with a high degree of effectiveness
Organization of ideas	- demonstrates limited organization of sentences and paragraphs to convey meaning	- demonstrates some organization of sentences and paragraphs to convey meaning	- demonstrates considerable organization of sentences and paragraphs to convey meaning	- demonstrates a high degree of organization of sentences and paragraphs to convey meaning
Application Language skills such as grammar, spelling, punctuation	- uses language conventions with limited accuracy	- uses language conventions with some accuracy	- uses language conventions with considerable accuracy	- uses language conventions accurately all or most of the time

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2

Soliloquy – Evaluation Criteria Rubric

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Content of Soliloquy	- shows limited understanding of content	- shows some understanding of content	- shows considerable understanding of content	- shows thorough understanding of content
Communication Ability to convey meaning using oral language, e.g., use of pacing and pauses in oral presentation	- uses pacing and pauses in oral presentation with limited effectiveness	- uses pacing and pauses in oral presentation with some effectiveness	- uses pacing and pauses in oral presentation with considerable effectiveness	- uses pacing and pauses in oral presentation with a high degree of effectiveness
Sound projection and enunciation	- projects voice and enunciates with limited effectiveness	- projects voice and enunciates with some effectiveness	- projects voice and enunciates with considerable effectiveness	- projects voice and enunciates with a high degree of effectiveness
Expressiveness	- delivers passage with limited expressiveness	- delivers passage with some expressiveness	- delivers passage with considerable expressiveness	- delivers passage with a high degree of expressiveness
Application Demonstration of the relationship between character and staging	- body language, space, and gestures are effective to a limited degree	- body language, space, and gestures are effective to some degree of effectiveness	- body language, space, and gestures are effective to a considerable degree	- body language, space, and gestures are used insightfully
Use of props and music to convey meaning	- limited use of props and music to convey meaning	- some effective use of props and music to convey meaning	- considerable effective use of props and music to convey meaning	- high degree of effective use of props and music to convey meaning

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 3
(for Activity 4.4)

Critical Analysis of a Passage Rubric

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Understanding of causes and effect relationship between form and meaning in a passage	- shows limited understanding of cause and effect relationship	- shows some understanding of cause and effect relationship	- shows considerable understanding of cause and effect relationship	- shows a high degree of understanding of cause and effect relationship
Oral presentation	- shows limited understanding of dialogue and dramatic action	- shows some understanding of dialogue and dramatic action	- shows considerable understanding of dialogue and dramatic action	- shows a high degree of understanding of dialogue and dramatic action
Thinking/Inquiry Insightful analysis of elements of language in a passage	- uses critical thinking skills to analyse elements of language with limited effectiveness	- uses thinking skills to analyse elements of language with some effectiveness	- uses thinking skills to analyse elements of language with considerable effectiveness	- uses thinking skills to analyse elements of language with high degree of effectiveness
Oral presentation	- uses critical and creative thinking skills in preparing and presenting with limited effectiveness	- uses critical and creative thinking skills in preparing and presenting with some effectiveness	- uses critical and creative thinking skills in preparing and presenting with considerable effectiveness	- uses critical and creative thinking skills in preparing and presenting with a high degree of effectiveness
Communication Communication of information and ideas	- communicates information and ideas with limited clarity and organization	- communicates information and ideas with some clarity and organization	- communicates information and ideas with considerable clarity and organization	- communicates information and ideas with a high degree of clarity
Oral presentation	- communicates with a limited sense of audience and purpose	- communicates with some sense of audience and purpose	- communicates with considerable sense of audience and purpose	- communicates with a high degree of audience and purpose

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 4

Literary Essay Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Understanding of the nature and purpose of a thesis	- thesis has limited focus	- thesis has some focus	- thesis has considerable focus	- thesis is clear and concisely stated
Ability to construct arguments using critical analysis	- arguments offer limited support of the thesis	- arguments offer some support of the thesis	- arguments offer considerable support and understanding of the thesis	- arguments offer a high degree of support and understanding of the thesis
Communication Expresses ideas using literary terms and academic language	- expresses ideas using literary terms and academic language with limited effectiveness	- expresses ideas using literary terms and academic language with some effectiveness	- expresses ideas using literary terms and academic language with considerable effectiveness	- expresses ideas using literary terms and academic language with a high degree of effectiveness
Organization of ideas	- demonstrates limited organization of sentences and paragraphs to convey meaning	- demonstrates some organization of sentences and paragraphs to convey meaning	- demonstrates considerable organization of sentences and paragraphs to convey meaning	- demonstrates a high degree of organization of sentences and paragraphs to convey meaning
Thinking/Inquiry Ability to support arguments using critical thinking and textual references	- uses limited information from a text to support subjective interpretations	- includes some appropriate support for key arguments	- includes specific and appropriate support for key arguments	- includes support for all arguments
Support for subjective interpretation	- supports subjective interpretations with limited relevant references from the text	- supports subjective interpretations with some relevant references from the text	- supports subjective interpretations with considerable relevant references from the text	- uses information from a text to support subjective interpretations consistently
Application Language skills such as grammar, spelling, MLA punctuation	- uses language conventions with limited accuracy	- uses language conventions with some accuracy	- uses language conventions with considerable accuracy	- uses language conventions accurately all or almost all the time

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.